Toronto. University
University of Toronto studies.
Psychology series
v.5,no.1(1940)

BF
21
T7
v.5
no.1
cop.2

NIVERSITY OF TORONTO
TUDIES

PSYCHOLOGY SERIES

ol. V, No. 1: APPRAISAL OF THE SOCIAL DEVELOPMENT OF CHILDREN AT A SUMMER CAMP. By MARY L. NORTHWAY

E UNIVERSITY OF TORONTO PRESS
40

University of Toronto

PRINTING AND PUBLICATIONS COMMITTEE

Chairman:

THE HON. THE REV. H. J. CODY, M.A., D.D., LL.D.,
President of the University

PROFESSOR G. S. BRETT, M.A.

PROFESSOR M. A. BUCHANAN, PH.D.

PROFESSOR E. F. BURTON, PH.D.

W. J. DUNLOP, B.PAED.

C. E. HIGGINBOTTOM

PROFESSOR H. A. INNIS, PH.D.

PROFESSOR F. C. A. JEANNERET, B.A., D. ÈS L.

PROFESSOR M. W. WALLACE, PH.D., LL.D.

W. S. WALLACE, M.A., *Hon. Advisory Editor*

PROFESSOR C. R. YOUNG, C.E.

A. GORDON BURNS, B.A., *Manager of the University of Toronto Press and Secretary of the Committee.*

Sub-Committee on Studies:

W. S. WALLACE, M.A., *Chairman*

PROFESSOR E. F. BURTON, PH.D.

W. J. DUNLOP, B.PAED.

A. GORDON BURNS, B.A., *Secretary*

General Editor:

MISS ALISON EWART, M.A.

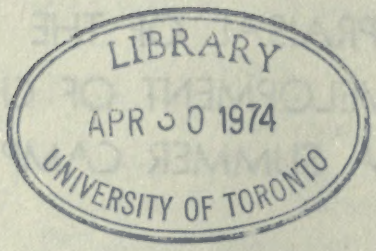
University of Toronto Studies
Psychology Series, Vol. V, No. 1

APPRAISAL OF THE SOCIAL DEVELOPMENT OF CHILDREN AT A SUMMER CAMP

By
MARY L. NORTHWAY, PH.D.

THE UNIVERSITY OF TORONTO PRESS
TORONTO, CANADA
1940

BF
21
T7
v.5
no.1
cop.2



LONDON:
HUMPHREY MILFORD
OXFORD UNIVERSITY PRESS

COPYRIGHT, CANADA, 1940
PRINTED IN CANADA

TABLE OF CONTENTS

		PAGE
INTRODUCTION		5
PART I.	APPRAISAL IN EDUCATION	7
	A. Appraisal in the Old and New Education	7
	B. Discussion of Appraisal	10
PART II.	APPRAISAL OF SOCIAL DEVELOPMENT AT A SUMMER CAMP	12
	A. The Situation	12
	(1) Social Background	12
	(2) Camp Organization	13
	(3) General Camp Policy	15
	(4) Comparison of Camp and School	16
	B. The Method	16
	(1) The Test Used and Supplementary Data Collected	16
	(2) Procedure Used in Giving the Test	17
	(3) Attitude of Campers to Test	17
	C. Method of Utilizing Data	18
	D. The Results	19
	(1) Analytic	19
	(i) Maps of the Community	19
	(ii) Scoring Techniques	24
	(*a*) Cabin-mate as Basis of Acceptability	27
	(*b*) Canoe-trip Companion as Basis of Acceptability	32
	(*c*) Association in Activities as Basis of Acceptability	35
	(*d*) General Acceptability	40
	(*e*) Acceptability of Selected Groups	43
	(*f*) Diversity of Choices	46
	(*g*) Summary of Results of Acceptability	47
	(*h*) Rejections	48
	(*i*) A Note on Distributions	50
	(2) Individual Cases	51
	(3) Summary	56
PART III.	DISCUSSION OF THE TECHNIQUE AND ITS USE IN OTHER EDUCATIONAL SETTINGS	58
	A. Evaluation of this Technique	58
	B. Use in Other Educational Settings	59
REFERENCES		60
APPENDIX		61

Digitized by the Internet Archive
in 2009 with funding from
Ontario Council of University Libraries

http://www.archive.org/details/n1studiesinindus05bott

INTRODUCTION

IN modern education one of the most important problems is that of "appraisal." New methods of teaching, new theories of child development, and a new philosophy of education have been adopted; and immediately questions have arisen asking not only "what results are being obtained?" but also "what methods can be used to discover what the results are?" The present study is pertinent to these questions. The first part of the study consists of a discussion of the meaning of appraisal in the old and the new education, and its relation to psychological points of view. Part II shows in some detail how appraisal has been made of one aspect of child development in a summer camp; and Part III discusses the methodology of appraisal, and indicates that it might be extended and adapted for use in the elementary school setting.

PART I

APPRAISAL IN EDUCATION

A. Appraisal in the Old and New Education

Under the system of education prevailing generally in most schools until recently, appraisal of the child's learning was made almost entirely on the basis of examination marks. There were, it was supposed, a certain number of definite and discrete facts given to a child during a school term. If certain of these were demanded on examinations, it was a fairly simple matter to count the number of facts the child knew, and compare this with the number he should know; and from this, the efficiency of his learning could be appraised in terms of a ratio—facts known/facts given. Appraisal was made fundamentally on this basis. Psychologists' investigations[1] were concerned almost entirely with conditions under which this ratio was raised or lowered; and as individual differences were not considered important in the result, group averages were used as the ultimate means of comparison and evaluation of conditions of learning and methods of teaching.

From the teachers' practical point of view, appraisal was never entirely confined to this ratio. Teachers' remarks on report forms and in conversation frequently included statements such as, "John is not good in arithmetic, but he certainly learned (*a*) to be neater, or (*b*) to get along with the other children, or (*c*) to concentrate on what he is doing, or (*d*) to take an interest in writing stories." Appraisal of such changes in the child himself was continually being made; but these were rarely formulated as an essential or even as a secondary means of evaluation in the formal educational setting. With the shift of emphasis in the new education, these changes in the child himself became matters of basic concern. But the problem of how changes of these kinds can be appraised, immediately arose. Whether there are any other means of appraisal which are more reliable than teachers' opinions and more adequate than a ratio formula became a problem of primary importance for education.

[1]Ebbinghaus' nonsense syllable experiments give a perfect example of the ultimate research in this type of investigation.

It is natural that the ratio technique of appraisal should appear at every new turn to confront educators; for it has had a long and honourable history, and has its basis in some of the most profound psychological thought of the last three hundred years. When John Locke pronounced the mind to be like a piece of *white paper*, he made an analogy which, in spite of amendments, has overshadowed a great portion of psychological thought. He assumed two worlds: the outer world from which the "facts" came, and the inner world—the white paper on which they were written. Such a view demanded only a simple psychological technique to discover how many of the written facts remained; and how many faded out. The paper of itself was not active;[2] but, as subsequent observation showed, the facts were not only lost, but also became distorted, re-arranged, and re-organized. Hence, a certain sort of self-activity was supposed to exist, not in the "paper," but in "the facts" themselves. The "laws of association" and of "apperception," by which these external facts operated once they had been recorded, gave the *modus operandi* of their existence. In recent years, physiological concomitants have been found, or assumed, for the laws of association; and, as recently as Watson's work, the operation of these laws has been made the basis of a psychology in which the individual, who is supposed to be completely passive, appears to have no necessary function in determining the course of experience or the manner in which the psychological principles operate.

Because of this long history of "ratio" psychology, because of experiments which could admirably investigate whether more facts were retained under condition A than under condition B, because of the added support and prestige of the physiological school, and the refined discoveries of nerve activity, which showed minutely the means by which the objective facts were imparted to the white paper, it is quite understandable that education should have retained this philosophy until the practical needs of real children in actual school situations revealed its inadequacies.

The new education believes fundamentally (*a*) in the activity of the mind, and (*b*) in individual differences. This philosophy has

[2]Locke's analogy suggests this, though Locke himself did not deny the activity of the mind.

an equally long, if not a longer, history than that of the "white paper" school. It existed in part with Plato and certainly with Plotinus; and, receiving its modern statement by Kant, was adapted to psychology by Ward. It lacked the prestige of support from the early physiologists, and gave very little impetus to psychological investigations under laboratory conditions. This general philosophy stated that the individual himself is an active agent, who by his own activity selects, transforms, and indeed creates the facts which are his. He gives his values and forms his meanings; and he puts his stamp upon facts, rather than having them stamped on a piece of white paper. One individual differs from the next because he is a different source of activity, and has different ways of acting, and different potentials of energy. The laboratory psychologist was not enamoured of this philosophy, because under it he could not work out experiments to show increase of the ratio of facts retained; nor, if all individuals were different, could he work out averages which assumed all members of the same group to be equal. Therefore, although Ward in 1881 gave a full statement in the *Encyclopedia Britannica*, for a long time the experimental psychologist ignored it in his investigations.

From the point of view of the "activity school," two main lines of investigation are possible—one, what the activity does to that which it acts on, and, secondly, what sort of patterns, if any, the differences among individuals follow. Two psychologists have made important contributions to the experimental field by showing that these questions may be subjected to objective analysis. Spearman[3] has devised a method for studying individual differences; and Bartlett[4] has indicated a technique for discovering what the individual does to given material, and how the individual himself changes through his learning. Bartlett's method of appraisal is simply this: Give an individual a certain situation (or piece of material), and see what he *makes of it*. Bartlett is not interested in how many "facts" of the situation are retained; for, as he points out, very few of the facts are received, let alone retained, without some transformation or modification by the individual. His interest is in what the individual's activity does to the material

[3]C. S. Spearman, *The Abilities of Man*.

[4]F. C. Bartlett, *Remembering*.

that is presented to him, and what the form of the individual's activity is. The form of activity has, following Kant and Ward, been called the "schema."[5] The schemata employed by an individual at different periods may be compared; and in this manner an appraisal of learning can be made which is independent of the ratio method.

In this way, recent investigators have shown that a psychology based on the central theme of the individual's activity, need not be divorced from experimental investigations. "How is the individual developing?" is a question which can be approached as scientifically as the question, "how many facts does he know?" Let us, therefore, consider some methods of appraisal which may be used to judge individual development in the practical educational setting.

B. DISCUSSION OF APPRAISAL

That the child develops through the force of his own activity is the basic assumption of the new education. Presumably, development may take place in many dimensions. For purposes of appraisal, certain of these dimensions may be abstracted for study. From the point of view adopted in this study we have selected two dimensions of development as having particular significance. For simplicity, we shall call these the *perpendicular* and the *horizontal* dimensions of development. The *perpendicular* dimension is the extent to which the child himself is developing. Development in this dimension may be estimated by such things as the degree to which he expresses that which is uniquely his; the degree to which he feels non-dependent and self-confident; the degree to which motivating forces are self-compelling and not imposed upon him from without. Development on the *horizontal* dimension may be estimated by the degree to which he becomes socialized; the degree to which his social sensitivity and appreciations have grown, his co-operation with others, and acceptance by them has increased, and the degree to which he has developed a feeling of "at homeness" and ease with all sorts and conditions of people. Presumably, good mental health depends not only upon

[5]See the writer's article, "Bartlett's Concept, Schema" in *British Journal of Psychology*, April and July, 1940.

extensive development along both these dimensions, but also upon some sort of balance between them being achieved, for the two are closely related. There is no reason to suppose that the balance need be exact; but extreme development in either dimension without accompanying growth on the other may lead to unbalanced personalities, completely self-absorbed on the one hand, or greatly over socialized, and lacking initiative on the other.

It is our purpose to attempt an objective appraisal of development along both these dimensions and eventually to investigate the relationships existing between the two. The present study, however, has been limited to a study of development in the horizontal dimension, and is concerned with the appraisal of some aspects of social development amongst a group of children at a summer camp. The method and results will be discussed in some detail in order (*a*) to show how an accurate appraisal of one aspect of development may be made without invoking the ratio formula of a passive psychology, and (*b*) to show the clues which an informal, non-curricularized setting may offer for a method of appraisal which could be adapted to the school setting.

PART II

APPRAISAL OF SOCIAL DEVELOPMENT AT A SUMMER CAMP

A. The Situation

The summer camp offers an ideal field for research for the social psychologist. It is an isolated, constant, temporary group, as far removed from the ordinary roads of social intercourse as a South Sea island. Camp suddenly comes into existence when a group of individuals, cut off from the ties of their normal societies, are thrust together in one geographic community, and a new society is created. While camp lasts, it is an isolated community; and it may be considered a society in miniature. There is little association with the outside world, except by visitors or indirectly by letter; and the social groups and relationships are independent of change in the outside world, and vary only as they change within the community. As suddenly as camp is formed, it vanishes, and the groups are broken and the society ended. A camp is, therefore, an ideal laboratory for studying social phenomena—for the society is controlled (i.e., isolated and constant), and its life cycle is rapid.

(1) *Social Background*

The particular camp at which this study was made is situated in Canada. It is a private camp for eighty girls, from twelve years of age to seventeen. The majority of its campers come from one city, but smaller places in the province and a few in the United States are represented. The camp population is derived from a relatively narrow economic stratum of society, ranging upward from the upper middle class. Racially it is also a highly selected group, consisting almost entirely of Canadians or Americans of the Nordic race, although the Eastern races have been represented at times. All conventional branches of the Protestant faith are represented; there are a few Roman Catholics, but no Jews. Politically, the groups represented are of traditional conservative or liberal parties, with a few mildly socialistic-minded present. The

educational background of the campers is that of private schools (two-thirds of the group), and the public and high schools in the "better" parts of the cities. The camp society is, therefore, highly homogeneous in background. The spread is small in age, home, wealth, creed, race, or school. What differences appear within the intra-camp society may, therefore, be assumed to be due mainly to factors operative within the setting, not to extraneous factors such as social status, race, or creed.

(2) *Camp Organization*

There are two sections in this camp—the *intermediate*, made up of approximately fifty campers from twelve to fourteen years of age, and the *senior* camp, made up of thirty campers fifteen years of age and over. These two sections are geographically divided by a small stream and are functionally separated in some of the camp activities. They belong, however, to one unit, in that they have common dining rooms and lodges, and programmes that interrelate. There is also a junior section of the camp; but since this is a separate unit, geographically and functionally, it has not been considered in the present study.

The primary social group of the camp is the *cabin group*. Four or five campers of like age live together in one cabin, and are under the supervision of one counsellor, who lives in a cabin nearby. These cabin groups are made up largely on the basis of campers' and parents' requests for associates. Vacancies are filled by new campers, who seem from the director's pre-camp knowledge of them to be congenial with the rest of the group. A few adjustments in cabin groupings are made during the first few days of the season. After that it is rare to have a request to make a change. The cabin group, according to the camp philosophy, is comparable to the home or family in the city. It is the children's basic group, but although some camp activities are carried on in it, other activities demand widespread association with members of other groups.

These "secondary" groups include activity groups, which are largely formed on the basis of *interests*, so that children who wish to be in a play will join a dramatics group for a week; *canoe trip* groups, which go out for a period from one to six days, and are

formed on the basis of age, ability, experience, and congeniality, with some attempt to divide the cabin group units; *table groups*, which are arranged each week; *spontaneous groups*, formed for picnics, parties, tennis games, chat, and so on. *Swimming classes* are formal—compulsory—and formed on the basis of ability; and *clubs*, which become permanent foci of interests such as photography, dramatics, sailing, develop to unite those interested in these activities.

Another form of secondary group is the *tribal* group. These are part of the tradition of the camp, where the ritual is based on Indian lore. At the beginning of each season, four campers are chosen by vote to be the "tribal chiefs." These are the official camper leaders. Their office bears considerable prestige and responsibility. Each camper belongs to one of the tribes, each of which cuts across age groups, cabin groups, and ability groups. These become the centre of group loyalties, and vie competitively in sports days, regattas, contests, and entertainments. Insignia and songs are devised for each tribe.

Thus it is seen that the social pattern of as small a group as eighty is fairly complex, and gives each camper opportunity for association with many people. A sample of how this interwoven, social pattern works out in the day of one camper follows:

A SAMPLE DAY OF ONE CAMPER

Activity	*Group associated with*	*How group is made up*
7.15....dressing.....	cabin group	
8.00....breakfast.....	table group.....	listed by tribal chiefs each week.
8.45....tidying.....	cabin group	
9.30....sailing.....	yacht club members....	based on ability in sport, voluntary participation.
11.00....sketching.....	alone	
12.15....tidying.....	cabin group	
12.30....lunch.....	special picnic.....	friends of camper whose birthday it is.
1.30....rest hour.....	cabin group	
2.00....rest hour.....	alone, reading on shore	
2.30....life saving.....	class group.....	based on ability, compulsory participation.
3.00....swimming.....	class group	

Activity	*Group associated with*	*How group is made up*
3.30....dressing.....	cabin group	
4.00....tea.....	whole camp present.....	very informal.
4.30....dramatics.....	interest group	chosen by camper for week.
6.00....supper.....	table group	
6.45....tribal meeting...	tribal group.....	drawn for membership at beginning of summer.
7.00....tennis.....	friend	
8.00....camp fire.....	sectional.....	arranged by programme committee of campers and counsellors.
9.00....bedtime.....	cabin group	
9.30....lights out		

(3) *General Camp Policy*

The camp, which has been established seventeen years, has developed certain patterns of policy and programme. The director from the first year of camp has been aware of the educational possibilities inherent in the situation, and has developed the educational point of view, that activities in which children are genuinely interested and which they enjoy are the best media for learning. The generalized statement of the camp's aims, as given in its booklet, are:

(1) New reserves of health.
(2) A growing knowledge of the out-of-doors.
(3) Skill in doing simple things well.
(4) Experience in living happily with others.
(5) A deeper reverence for the finer things of life.

The aims of the camp programme have been to give each camper opportunity to develop along the two dimensions which have already been mentioned in Part I. The camp attempts to help each child to develop those qualities, abilities, and interests which are uniquely hers, and to participate through these in social enterprises. The programme is not designed in advance of camp, but is co-ordinated from the various interests and activities which arise among the campers. In the camp literature this is stated: "the programme is made for the camper, not the camper for the programme." Thus there is considerable spontaneity and flexibility, not only in the activities themselves, but in the groups that arise and the social relationships formed.

(4) *Comparison of Camp and School*

Camp and school may both be considered educational, in that they each attempt consciously to guide the learning of the children in certain defined directions. The aims of the camp—healthy child-development and social adjustment, and its emphasis on the needs of each individual as the basis of activity—are fundamentally the same aims as those of the modern school. The camp, however, with its freedom from tradition and from curricular requirements, is extremely well adapted for making these aims basic in its practices. It is, therefore, highly important that it should find a way to appraise the extent to which these aims are being realized.

The next sections consider one means of appraisal which was used one summer at the camp we have described.

B. THE METHOD

An attempt to study the social relationships of the camp and to appraise the campers' social development was made by using an adaptation of the "Moreno"[6] technique. This sociometric test "consists of an individual choosing for himself his associates for any group of which he is, or might become a member." As these choices are initiated by the persons themselves, we gain insight into how the structures of these selected groups compare with group structures of the actual camp situation.

(1) *The Test Used and Supplementary Data Collected*

At camp the test consisted in asking each camper to write down her first four choices in order of preference for her cabin mates, and for canoe-trip mates, and her first choice for associates in various activities. She also wrote down her last choice for cabin mate and canoe-trip mate. These tests were given near the beginning and end of the four weeks camp period. Thus through a comparison of the results at the two periods, the changes occurring could be studied. As supplementary data, counsellors wrote special reports, in addition to the regular camp records and personal observations of the investigator through her role as a member of the community.

[6] J. L. Moreno, *Who Shall Survive?*

The data collected may be listed as:

(*a*) The camper's individual report, stating whom she would like to associate with (Form A).[7]

(*b*) Counsellor's special reports:
1—Description of cabin group relations (Form B).
2—Description of activity achievement (Form C).

(*c*) Regular camp records:
1—Individual's file—
health reports, I.Q., parents' letters, counsellors' and instructors' reports,
2—General records—
actual cabin grouping, composition of various interest groups, tribal groups, etc.

(*d*) Personal observation of investigator, as programme organizer of the community.

(2) *Procedure Used in Giving the Test*

On the fifth day of camp, all the campers were asked to come to the main lodge. Here the test was explained to them as an "investigation to see how campers would form their groups if they were allowed to do so entirely on their own." It was emphasized that their answers would not be seen or used at camp, but were to be used for an investigation carried out at the University during the winter. Emphasis was placed on the need for frankness in answers. The test was read through in outline. Each camper filled in her own form and handed it in as soon as she was finished. It was stressed that discussion of the test should be avoided. Three weeks later (two days before the end of the first camp period) the test was given again.

The counsellors on each occasion filled in their special forms the day before the campers' test.

(3) *Attitude of Campers to Test*

While the campers seem, from subjective impression and from the objective results, to have filled in the forms frankly and honestly,

[7]See appendix for sample of these forms.

there was a general feeling through camp that the questions were "too personal." There was considerable resentment toward filling in "last choices"—in fact, one camper put on her form, "I never thought of having a last choice; if I had, I would never write it down." When the meeting for the second test was arranged, there were a few campers who announced they were not coming. However, through an emphasis on the fact that we were not interested in their individual choices, but merely in how campers would form groups themselves, a maximum of co-operation was obtained. Except for the temporary stir created on each occasion when the test was given, it seemed to create very little impression, and was very seldom discussed.

C. METHOD OF UTILIZING DATA

The data may be considered to give two photographs of the structure of the social relationships at camp, taken at a three-week interval. These have been analysed to show as fully as possible the relation at these two periods, and also to indicate the changes which have occurred between them. The basic ways of using the findings are as follows:

(*a*) Analytic:

1—Maps: Each choice for cabin mate given by each camper was drawn on a map of the whole camper population.

2—Scoring: Each first choice was scored with a value of 5, second with a value of 3, and third with a value of 2. Thus the score of choices coming to each camper (acceptability), for each level of association, could be computed.

(*b*) Individual:

Certain individuals have been described in case reports, giving their role and actions in camp life, their counsellor's comments, and the appraisal of their social development as shown by their acceptability scores.

D. THE RESULTS

(1) *Analytic*

(i) *Maps of the Community*

These results have been organized with the object of showing as clearly as possible the social relationships existing among individuals and among groups in the community, and the changes which take place in these relationships. The maps give a superficial, general method of depicting these relationships. The findings they show are analysed in greater detail by the scoring techniques which are given later.

The relationships considered at both the beginning and end of the term are on three levels of acceptability for each camper: (1) on the basis of cabin mate, (2) on the basis of canoe-trip mate, and (3) as an associate in various skills. The social relationships of the community on the basis of choice for cabin mate on the *second test* are shown in Maps I and II. Map I shows the acceptances and Map II the rejections. Similar maps were made at the first of camp. These are not reproduced in the monograph although some of the pertinent facts they revealed are indicated. These maps are based on the geographical arrangement of the camp. It forms roughly a semi-circle around a bay in the lake. On the maps each square represents a cabin in its approximate physical position in the camp. Each dot represents a camper in her cabin group. The light dots show those campers to whom no choice as a cabin mate is given, and the dots marked with an X show campers who had left camp before the second questionnaire was given. The solid lines show first choices, broken lines second and the dotted lines third.

The intermediate section is on the north of the central dividing line, which represents the stream which flows through the camp. The age of each cabin group increases generally from the north of the map to the south. The cabins in the lower, north corner are made up of twelve-year-olds; the cabins immediately behind these, which in actuality are separated from the first group by the camp road, have campers who are slightly older. The cabins on the south side of the intermediate section are cut off from the

younger cabin groups by the main lodge, and have campers of thirteen and fourteen. The senior camp in like manner has the youngest (fifteen-year-old) campers on the north side of it, and these are divided from the older seniors, at the extreme south of the map, by the senior lodge. Counsellors' cabins are marked with the letter C.

Although the cabins in actual practice are named and not numbered, there is the general feeling in camp of "going up the line" as one moves to the senior end of the camp. There is a general increase in age, and a real increase in social prestige and authority with each further group of cabins.

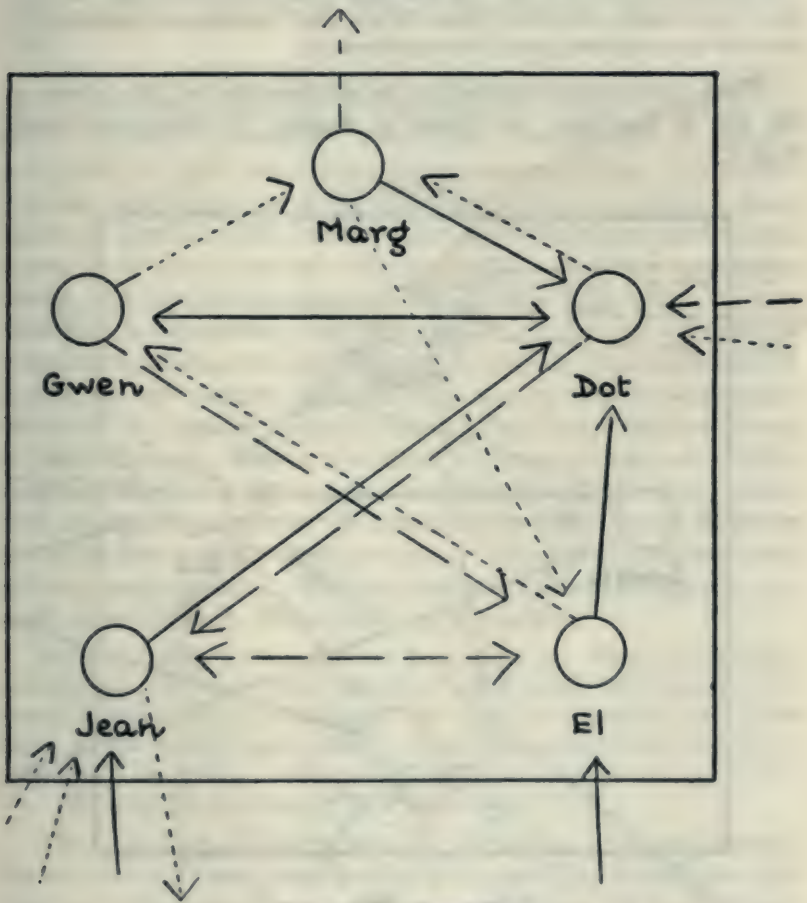
These maps give an immediate "photograph" of the social relationships at the particular time the data were collected. From them such facts as the homogeneity of cabin groups, campers who are isolated, the foci of prestige, the existence of cliques, and other facts may be ascertained. For example, on the first test, Cabin VIII, which is reproduced in diagram I, shows the following social relationships:

There is a high internal relationship within the cabin group. All the first choices go to one camper, Dotty; her first choice is reciprocal with Gwen. There are no isolated campers; the cabin has certain external prestige with incoming choices to Jean, Elinor, and Dotty; but the only choices going from the cabin are a second from Margaret and a third from Jean. From the diagram this cabin appears as a closely knit group with the leadership definitely given to Dotty, and although it has prestige with other campers, it has very little interest in other cabin groups.

From the diagram alone there is no evidence about what sort of leadership Dotty uses, nor what forms of activity the cabin group takes. This must be discovered from general camp records of the group and the individuals in it. From the camp records we find the group was made up of fourteen and fifteen-year-olds. About the time these data were gathered, the group was causing a great deal of difficulty in camp morale by putting on attacks of hysterics after "lights out." Dotty would throw crying spells, which gave her cabin mates a great deal of concern; these she followed with hard luck stories about the difficulties of her life. The others, Gwen in particular, found a pattern of noise and emotion was a

good one to follow, and this general role lasted for some few days, after which the cabin settled down to ordinary life, and received less notice as a group. Margaret, who is accepted by only two third choices in the cabin group, had already attained a camp reputation for tap dancing and for reliability. Elinor had made a great success two days before these data were gathered as an actress in the entertainment put on by the campers. Although she is a

DIAGRAM I



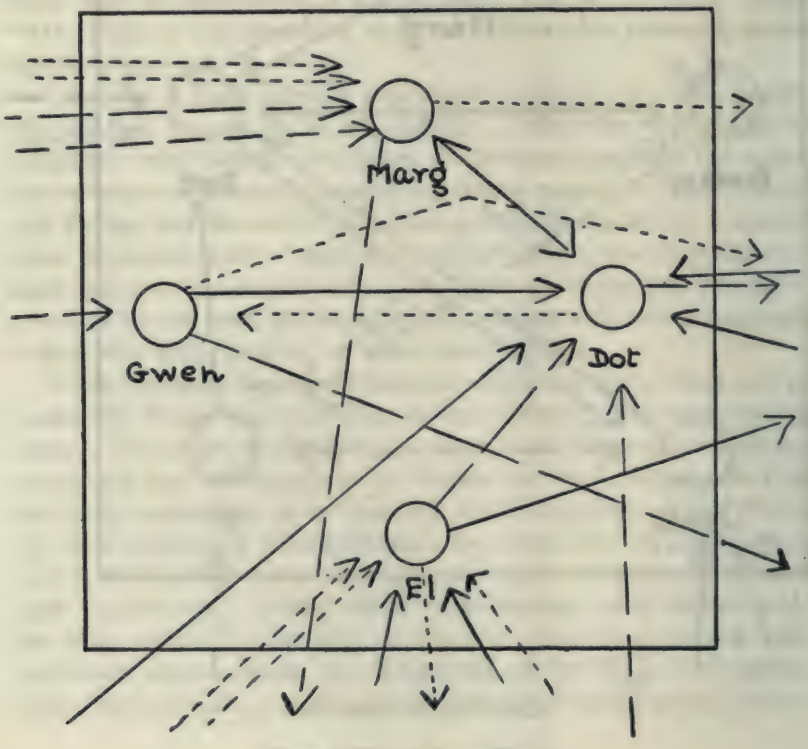
CABIN VIII—FIRST TEST

new camper, a first choice comes to her from Jo in Cabin VII, who is one of the most frequently chosen campers in this section of camp. Of the group, the cabin counsellor in her report, written the day before these data were collected, says:

> The group as a whole are emotional and imaginative girls. They are energetic and keen to participate in the things that interest them. They are easily led by each other. It seems to be more or less a conflict who is the real leader (except for Margaret). Dotty usually manages to hold sway in the end, at least so far. They are trying in various ways to get attention to their group, which shows they are still very young emotionally, as the ways they use are often childish. Elinor is new, and has changed considerably since she came; should prove a strong character.

There are certain changes in the relationships of this group at the end of the term, as shown in diagram II, abstracted from Map I.

DIAGRAM II



CABIN VIII—SECOND TEST

The homogeneity of the group has lessened considerably. Jean is no longer there. She moved to Cabin XI half way through the season, and was the only camper in intermediate camp to change her cabin. Dotty still is the leader in the cabin group, having two first and one second choice, but her own first choice has changed from Gwen to Margaret. Margaret and Elinor have received considerably more choices from other cabins, and more of the choices from the whole group go to other campers. From the maps it might be inferred that the group has become less of an isolated clique, and its members are better integrated in the camp as a whole.

From the records, this cabin is found to be no longer a clique and a disturbing element. Its attempt to attract attention by noisy behaviour was ended. Elinor and Margaret became socially acceptable for their ability in various camp activities, and Elinor was also considered one of the foremost actresses in camp. Jean moved to another cabin, because two campers had gone home from it, and there was a vacancy. Her choices now go to her new cabin mates, and she has become one of a group with them. Dotty remained a disturbing individual. She continued to attract attention by crying and emotional outbursts, but these were largely ignored by the campers, although one camper two years younger who lived in Cabin IV was still impressed by them, and gave Dotty as her first choice. Gwen continued to make a noise, and neither she nor Dotty made any outstanding contribution through which they might be recognized. "Gwen is really a likeable child," says her counsellor at the end of the term. "She hides a sensitiveness under a rough exterior. She has done a bit of everything and not much of anything." While of Dotty she writes:

> Dotty is a misfit in the cabin and camp generally. There is something lacking in her life—most likely attention, which causes her to obtain sympathy through whining and crying. She could be a cheerful and helpful leader, except for this fault. She is a born leader, and rather inclined to meanness if she finds a weaker personality to take it out on, e.g. Gwen. Very affectionate if she wants to be. A very untidy child.

The discussion of this particular cabin group gives an example of the value of these maps in depicting social relationships at one time and indicating changes which occur in them. Any other part

of the complete map may be similarly analysed. The counsellors' reports and the investigator's observations, considered with the objective data of the maps, give considerable insight into the social development of the individuals and the group.

Among other general findings which are found from the map of cabin mate acceptances on the second test are the following:

(1) There are thirteen campers unchosen as a cabin mate. On the first test there were eight unchosen.

(2) There are strong foci of acceptability in Cabins XV and XVII of senior camp. This was found also on the first test.

(3) Choices which go outside the cabin group show a tendency to go to older rather than to younger campers.

(4) There is little social relationship between the intermediate and senior sections.

(5) There are no isolated "cliques." No small group is acceptable amongst its members only and unrelated to the rest of camp.

Map II shows the *rejections* or last choices on the second test. The dark dots show campers who receive one or more last choice; the light dots those which do not receive any last choices. While these rejection maps probably have no such psychological significance as the maps of acceptability show, they reveal the fact that a few campers receive a very high proportion of the group's last choices. The significance that this may have will be discussed in a later section.

While these maps present an immediate and vivid picture of the social structure of the community, individual relationships may be described more adequately through the use of certain scoring techniques which will be discussed in the next section.

(ii) *Scoring Techniques*

Many questions about the social relationships discovered by this investigation require some sort of scoring technique to be answered adequately. It is important to know not only whether a camper was or was not chosen, but also from whom the choices came, on what basis they were made, and whether they were relatively greater or less than those of her associates. Among other questions which are significant are the following: Is a camper who is highly accept-

able to her cabin mates likely to be acceptable to other groups also? Is a camper chosen as an associate for those activities in which she is skilled? Is a camper more or less highly acceptable at the end of camp than she was at the beginning? As well as knowing the value of choices a camper received it is important to know to whom she gives her own choices and how she distributes them. Does she choose one or two people only, or does she choose many? Are her choices given to the same people at the end of camp as at the beginning? How much constancy of choice is there? To answer these and other similar questions a scoring technique was used.

The method of scoring was as follows: Each first choice was scored as *five* points; each second choice as *three*, and each third choice as *two*. The fourth choice which a camper was allowed in choosing her canoe trip companions was given the value of *one*. The one choice allowed for each of five activities was scored *one*. Each camper, therefore, had possible choices to the value of 26 points to use: 10 points for choices of cabin mate, 11 points for choices of canoe-trip mate, and 5 points for companions in the various activities. *Each camper's acceptability was measured by the sum of the choices coming to her on each of these levels of association.*

Figure 1 is a reproduction of the general outline of the charts used for recording each camper's acceptability scores. The scores of a few individual campers have been selected from the whole chart and are entered in this figure to demonstrate the use of the method. Among the campers who have been thus selected are some who will be discussed individually in later sections.

In Figure 1 it will be noticed there are four main sections: (1) Acceptability; (2) Rejections; (3) Different choices; (4) Reciprocity scores. Section 1 contains the basic data of this study—the scores of acceptability coming to each camper on each level of association. It will be noted that scores coming from actual cabin mates and scores coming from other people have been itemized separately. This is because the cabin group is considered the primary group, and it was felt that the difference in a camper's acceptability with her immediate group and with outsiders might be significant. To demonstrate the meaning of the data of this

INDIVIDUAL SCORES

First Test

1. Acceptability | *2. Rejections* | *3.* | *4.*

No.	Intermediate	A. Cabin mate			B. Canoe-trip			C. Activities														D. Total			2. Rejections			3. No. of different people chosen	4. Reciprocity score
		Choices from Cabin mates	Choices from others	Total	Choices from Cabin mates	Choices from others	Total	Plays		Walk		Baseball		Handicraft		Sail		Total				Choices from Cabin mates	Choices from others	Total	Choices from Cabin mates	Choices from others	Total		
								Cabin mates	Others	Cabin mates	Others	Cabin mates	Others	Cabin mates	Others	Cabin mates	Others	Cabin mates	Others	Total									
1.	Ann	0	0	0	3	1	4				1								1	1		3	2	5		14	14	5	0
16.	Shirley	0	0	0	0	0	0		1										1	1			1	1	21	133	154	12	0
19.	Matilda	2	3	5	0	0	0															2	3	5	10	159	169	6	0
32.	Jo	13	14	27	5	23	28				1	1	7			1	1	2	42	44		20	79	99	0	0	0	9	1
35.	Dotty	20	5	25	20	5	25			2	1		1	2		2		6	2			46	12	58	0	0	0	5	13
	Seniors																												
1.	Jane	5	0	5	0	0	0	1										1		1		6	0	6	3	36	39	10	0
14.	Margaret	13	35	48	3	37	40				2			1		1	3	2	5	7		18	77	95	0	5	5	8	9
27.	Pearl	7	0	7	10	3	13			1		2		1		1		3	2	5		20	5	25	0	0	0	9	0

FIGURE 1

figure we may read the acceptability scores for one camper, Jo; number 32. Jo receives a total acceptability score of 99 points; of these, 20 points came from cabin mates and 79 from other campers; 27 points were received as she was chosen as a cabin mate, 28 as a canoe-trip mate, and 44 as an associate for various activities. Her rejection score is 0; i.e., no last choice is given her. Her own choices went to 9 different people and her reciprocity score (the meaning of which will be discussed later) is 1.

From the charts constructed in this way for the tests both at the beginning and end of the term, the data which make up the tables in the following sections have been obtained. In these sections we shall discuss acceptability scores on the three levels of association and then consider the data recorded in the other columns.

(*a*) *Acceptability on the Basis of Choices for Cabin mate.* The choices made by a camper as to whom she desires for her cabin mate probably represent her basic social attachments in the community. The results obtained on this level are, therefore, worth considerable attention. These results of the second test are based on the data which have already been represented on Map I.

Acceptability at the beginning of camp is shown in Table I which gives the average and range of scores obtained on this basis. From this table it is shown: (1) that among both senior and intermediates, campers are more acceptable as a cabin mate to people who actually are their cabin mates than they are to outsiders. Camp had been

TABLE I

ACCEPTABILITY SCORES ON THE BASIS OF CABIN MATE

First Test

	No. of subjects	Choices received from				Total	
		Cabin mates		Non-cabin mates			
		Average	Range	Average	Range	Average	Range
Seniors.....	31	5.8	0–13	4.3	0–35	10.1	0–48
Intermediates	51	6.1	0–20	3.7	0–18	9.8	0–30

organized only five days when these data were obtained; as cabin groups were composed largely on the basis of requests and there has been little time to form associations outside the group, this finding is what would be expected. (2) The range of scores is from 0 to 48. A score of 48 is the equivalent of 9½ first choices. This high score, which was obtained by Margaret (see Fig. 1) in senior camp, was 20 points higher than the next score in the section, which was 28. In intermediate camp the range is from 0 to 30; this high score being only 2 points above the next highest. From our data it is found that there are eight campers who score zero; this has been mentioned in the section on mapping.

The internal and external acceptability of each cabin as a group may be scored by summing the scores of the various individuals in the group and averaging them. Cabin VIII, which was discussed previously, has an internal acceptability score of 9.5 and an external score of 5.0. This indicates again the high cohesion within the group; and it also shows that the group as a whole is fairly acceptable to outsiders. Cabin IV in which both Shirley and Matilda live (see Fig. 1) has an internal score of 3.0 and an external score of 2.0, thus indicating that the members of the cabin are not acceptable to each other nor is the group very acceptable to outsiders. This is in agreement with the camp impression of this group of whom the counsellor says: "These children are conspicuous for their lack of friends and they do not like one another; the fourth has all her friends in another cabin."

Acceptability at the end of the month is shown in Table II. When Table II is compared with Table I it is seen that: (1) there are more choices coming to campers from people who are not their cabin mates, especially in the intermediate section. Here the average choices received from non-cabin mates increases from 3.7 to 5.9, a difference of 2.2 points. The seniors' increase is only 0.5. This is as might be expected. The seniors come to camp with their groups practically formed from previous years and city acquaintance; they are also acquainted with most of the campers outside their group. The intermediates have not the familiarity with the group as a whole at the beginning and their development of acquaintance outside the cabin group is seen by this rise in score. (2) The range of acceptability scores is less. The highest score in

TABLE II

ACCEPTABILITY SCORES ON THE BASIS OF CABIN MATE

Second Test

	No. of subjects	Choices received from				Total	
		Cabin mates		Non-cabin mates			
		Average	Range	Average	Range	Average	Range
Seniors.....	29	5.5	0–15	4.8	0–21	10.3	0–31
Intermediates	46	4.6	0–14	5.9	0–22	9.5	0–23

senior camp is 31 as compared with 48 on the first test; and 23 as compared with 30 in intermediate camp. Acceptability comes to be shared more evenly rather than choices being clustered around a few individuals. (3) There are campers who receive no choice. In investigating who these campers are, it is found that of the eight campers not chosen on the first test both seniors are chosen on the second, but none of the six intermediates. There are seven campers, five seniors and two intermediates, who were chosen at first and who are not chosen now. This gives a total of thirteen campers not chosen on the basis of cabin mate. Of the seven who had been chosen at the beginning and are no longer, all but one had been chosen only by campers who actually were their cabin mates. The average score of these seven was 3.0 on the first test, or 7 points below the group's average (see Table I). Therefore, being in proximity results, in some cases, in a loss of acceptability for those whose acceptability is not very great in the beginning.

That seniors are slightly more acceptable than intermediates may be seen from Tables I and II. This agrees with the trend, shown by Map I, that choices tend to go to older campers rather than to younger ones. This is shown again in Table III which gives the number and values of choices going from one section to the other at the beginning and end of camp. While there are very few choices between sections, there are a few more on both tests going from intermediates to seniors than from seniors to intermediates.

This reflects the fact that the sections are fairly separate on the basis of cabin group activities.

TABLE III

NUMBER OF CAMPERS IN EACH SECTION CHOOSING CAMPERS FROM ANOTHER SECTION, AND THE SCORED VALUE OF THEIR CHOICES

	First Test		*Second Test*	
	No.	Value of choices	No.	Value of choices
Seniors choosing intermediates..	2	8	1	2
Intermediates choosing seniors..	3	15	2	17

The gain or loss of acceptability for individuals and groups may be discovered from the charts (from which Fig. 1 has been abstracted). Cabin VIII on the second test has an internal acceptability of 4.8 or approximately half that which it obtained on test 1; and it has an external acceptability of 12.0 or approximately 2½ times that obtained in the first test. This also fits in with the findings of Diagrams I and II, that Cabin VIII became much less sufficient unto itself and much more part of the whole camp as the summer advanced.

Whether a camper, acceptable to one group, is also acceptable to another is a question which may be answered by correlating the acceptability scores received from cabin mates with those received from non-cabin mates. The correlations obtained were as follows: first test—intermediates, $r = +0.30 \pm 0.08$; seniors, $+0.57 \pm 0.07$; second test—intermediates $+0.17 \pm 0.09$; and seniors $+0.64 \pm 0.08$. From these scores it is indicated there is a small relationship between the acceptability of the younger children by their cabin mates and by others. With the seniors there is, however, a definite positive relationship between their acceptability in the two groups.

The relation between acceptability as a cabin mate at the beginning and at the end of camp is shown by the correlation of $+0.69 \pm 0.04$. Although, as we have noticed, there is some change both in the range of acceptability scores and the number of campers who are

not accepted, this correlation indicates that those who are acceptable at one time tend to remain acceptable at another.

Whether the choices making up this acceptability are constant or not is a question which arises from the discovery of this positive relationship between acceptability at one time and another. Although campers tend to retain their amount of acceptability, does it come to them from the same people on both occasions?

TABLE IV

CHANGES IN CHOICES FROM FIRST TO SECOND TEST

On first test given as....	1st choice				2nd choice				3rd choice			
Given on second test as.	1	2	3	0	1	2	3	0	1	2	3	0
Senior.....	15	2	0	12	4	10	3	12	3	3	4	19
Intermediate.....	27	4	2	13	3	11	4	24	3	2	6	31
Total.....	42	6	2	25	7	21	7	36	6	5	10	50
No. of original choices remaining.....	50 or 66%				35 or 50%				21 or 35%			

Table IV answers this question. This table shows that placement on the second test of every choice which had been given on the first test. Thus of the names given as first choice on the first test, 42 remain as first choice on the second test, 6 are given as second choice, 2 as third choice, and 25 are not given as any choice on this test. At the bottom of the table is shown the number of original choices which are again given regardless of their relative position.

This table reveals the following facts: (1) the original first choice remains most permanent, i.e. 50 (66%) are repeated, (2) the second and third original choices repeated, thirty-five and twenty-one times respectively, are proportionately less permanent. (3) When a choice has been made on the original test it is more frequently retained, if it is retained at all, at the same relative position. That is, an original first choice is retained more frequently as a first choice than as a second or third.

Summarising the results of acceptability on the basis of cabin mate, the following points may be made:

(1) There is greater acceptability of a camper as a cabin mate by people who actually are her cabin mates than by others. Choices from outsiders increase, especially among the intermediates, at the end of the month.

(2) The range of acceptability scores decreases. There are no outstandingly high scores at the end of the month. There are, however, more campers unchosen. Those who are unchosen at the end of the month either were not chosen at the beginning or were chosen by a very small score only.

(3) Acceptability scores of both the individual and cabin group units may be compared with the average and the changes in them shown.

(4) Seniors are slightly more acceptable than intermediates but there is little intersectional choosing.

(5) Acceptability by cabin mates and acceptability by non-cabin mates are related positively. This relationship is very small among intermediates but significantly high among seniors.

(6) Acceptability scores as cabin mate on the first and second tests are highly related.

(7) About 66% of the names given as first choice on the original test remain on the second test; second and third original choices are proportionately less stable.

(*b*) *Canoe-trip Companion as Basis of Acceptability.* In camp practice canoe trips which go out for periods from one to eight days are arranged by the canoeing counsellor. She organizes the groups primarily on the basis of competency and secondly on a basis of congeniality. There is an attempt to send children on trips with campers other than those with whom they cabin; but two or three from one cabin may be on the same trip. Usually five campers and a counsellor are on each trip; therefore in this investigation each camper was asked to choose the four other campers with whom she wished to go; each camper had choices to the value of 11 points.

Table V shows the acceptability of campers on the basis of canoe-trip association at the beginning of the summer. From this table it may be seen that more choices come from campers outside the

cabin group than from those within it. This is the reverse of the findings for choices as cabin mate (Table I) and reflects the actual camp practice in organizing trips.

TABLE V

ACCEPTABILITY SCORES ON THE BASIS OF CANOE-TRIP MATE

First Test

	Choices received from					
	Cabin mates		Non-cabin mates		Total	
	Average	Range	Average	Range	Average	Range
Seniors	4.1	0–11	7.8	0–37	11.9	0–40
Intermediates	5.0	0–20	5.3	0–30	10.3	0–39
	9.1		13.1			

TABLE VI

ACCEPTABILITY SCORES ON THE BASIS OF CANOE-TRIP MATE

Second Test

	Choices received from					
	Cabin mates		Non-cabin mates		Total	
	Average	Range	Average	Range	Average	Range
Seniors	3.1	0–13	7.5	0–28	10.6	0–34
Intermediates	3.1	0–12	6.6	0–44	9.7	0–52

Table VI shows the acceptability at the end of camp on this basis. Here again there are more choices coming from campers outside the cabin group, and if Table VI is compared with Table V it will be seen that more choices, especially among the intermediates, come from outside the cabin group at the end of the summer than at the beginning. Here, as in Table II, is an indication of the widening of acquaintanceship among the intermediates.

The range of scores shows a decrease on the second test in senior camp and an increase in intermediate. The range obtained on this basis is highly comparable with that obtained on the basis of cabin

mate except for the scores of intermediates on the second test; here the highest score is 52 compared with a score of 23 on cabin mate basis. This score, which goes to Jo is 16 points above the next score.

The number of campers who did not receive choices on this basis may be seen in Table VII. Of the three intermediates who are

TABLE VII

NUMBER OF CAMPERS UNCHOSEN AS CANOE-TRIP MATE

	First test	Second test	Both tests
Seniors	4	6	3
Intermediates	8	5	3
Total	12	11	6

not chosen on either test, two are listed by the counsellor as being among the worst campers at canoeing and the third is described as being "very lazy at canoeing." The three unchosen seniors, however, are said to be fairly good in this skill.

TABLE VIII

NUMBER OF CAMPERS UNCHOSEN BOTH AS CANOE-TRIP MATE AND CABIN MATE

	First test	Second test	Both tests
Seniors	0	3	0
Intermediates	3	3	1

The number of campers unchosen on both bases of cabin mate and canoe-trip companion is shown in Table VIII. There is only one camper, Shirley, who was not accepted on either basis on both tests. The seniors who were not chosen on either basis on the second test were Katy, who had previously been given a score of 2 as a cabin mate, Gwen and Betty, who had respectively scored 3 and 2 as cabin mates on the first test.

The correlations between acceptability as a cabin mate and acceptability as a canoe-trip companion are, on the first test, $+0.73 \pm 0.05$ for intermediates and $+0.84 \pm 0.04$ for seniors; and on the second test, $+0.64 \pm 0.05$ for intermediates and $+0.77 \pm 0.06$ for seniors. This may be compared with the lower correlations found between acceptability by cabin mates and non-cabin mates. It seems, therefore, that acceptability on one basis is more closely related to acceptability on another, than acceptability by one group is related to acceptability by another.

Summarizing these results the chief points made are as follows:

(1) The scores reflect the actual camp practices in that more choices are made outside the cabin group than within it.

(2) More choices, especially among the intermediates, go outside the cabin group at the end of camp than at the beginning.

(3) The range of scores, with one exception, is highly comparable with those obtained on a cabin mate basis.

(4) Of those campers unchosen, three were found to lack canoeing skill while three others possessed it. Those who were unchosen on the second test had received only a few choices on the first.

(5) There is high relationship between acceptability as a cabin mate and as a canoe-trip mate. If one is acceptable in one capacity, one is likely to be acceptable in the other. This contrasts with the finding that if one is acceptable to one group one may or may not be acceptable to another.

(*c*) *Association in Activities as Basis of Acceptability.* Although a few activities at camp, such as canoeing and swimming, are organized in formal groups, campers are free to choose among the many other activities not only those in which they wish to engage, but also the people they wish to have with them. In mental hygiene and camping circles, the hypothesis that skill in an activity becomes a tool for social acceptability has often been assumed. In selecting the activities for this list we kept both the above points in mind: that is (1) we selected activities for which campers would be choosing their own groups in the actual camp situation and (2) we included some activities which seemed to depend on the social participation and skill of others for their enjoyment, such as plays, baseball, and

sailing, and some in which the skill and co-operation of the others seemed to be a minor factor, such as handicraft and walking.

Each choice a camper received was scored one. These choices are listed (see Fig. 1) under the specific activity for which they are given. The *activity acceptability* score of a camper is the sum of the choices she receives on each of the five activities. Table IX shows the activity acceptability scores on the first test. It will be

TABLE IX

ACCEPTABILITY SCORES ON THE BASIS OF ACTIVITIES

First Test

	Choices received from					
	Cabin mates		Non-cabin mates		Total	
	Average	Range	Average	Range	Average	Range
Seniors	1.5	0–4	3.1	0–17	4.6	0–20
Intermediates	2.0	0–9	2.7	0–32	4.7	0–34

seen that more choices come from outside the cabin group than from inside, especially among the seniors. Table X shows the activity scores on the second test.

Comparing Tables IX and X it will be seen that proportionately more choices come from outside the cabin group at the end of the month. And that this increase is greater in intermediates' choices.

The range of scores is much greater in proportion to the average than the range obtained on the two former bases of acceptability (Tables I, II, V, and VI). The upper range on the earlier tables was from three to five times above the average while on these tables it is from five to ten times greater. This suggests that scores cluster around certain individuals to a greater extent here than on the other bases.

The number who are not chosen for activities is five on the first test and nine on the second. Only one camper was unchosen on both tests.

TABLE X

ACCEPTABILITY SCORES ON THE BASIS OF ACTIVITIES

Second Test

	Choices received from					
	Cabin mates		Non-cabin mates		Total	
	Average	Range	Average	Range	Average	Range
Seniors	1.5	0–4	3.6	0–21	5.1	0–24
Intermediates	1.2	0–5	3.2	0–43	4.4	0–45

Of the six campers unchosen on either of the two previous bases (Table VIII) four are chosen for activities. Of the three unchosen intermediates, on the second test (Table VIII), Shirley is chosen by one intermediate to be in a play; Matilda is chosen by one to go for a walk; and Muriel is chosen twice for handicraft. Of the three unchosen seniors, one is chosen for a walk and the two others receive no choices. Discovering the place in which these isolated individuals become accepted may be valuable as a base from which further acceptability in camp could be developed.

Whether skill in activity is a factor in acceptability is a question which is clarified in the following ways. The number of different campers given choices for each of the activities and the highest number of choices received by any one camper are shown in Table XI. From this table it will be seen that fewer different campers are chosen for co-operative activities—plays, baseball, and sailing—in which social participation plays a part than for the individualistic activities—walking and handicraft. Also the number of choices going to any one camper is higher in the co-operative activities. This is shown more clearly in Table XII which gives the averages of the numbers of different campers chosen and the highest choices in the co-operative and individualistic activities. It is seen from this table that fewer different campers are chosen and higher scores are obtained by single individuals in activities requiring co-operative skill. This is more noticeable on the second

TABLE XI

NUMBER OF DIFFERENT CAMPERS RECEIVING CHOICES FOR EACH ACTIVITY AND HIGHEST NUMBER OF CHOICES OBTAINED BY ANY ONE CAMPER

Activity	*First test*		*Second test*	
	Different campers receiving choices	Highest number of choices going to any one camper	Different campers receiving choices	Highest number of choices going to any one camper
Plays.....	32	17	26	22
Walk.....	45	7	47	4
Baseball.....	27	35	21	38
Handicraft...	47	4	47	4
Sailing.....	37	5	21	14

test than on the first. It suggests that the possession of the skill may be a factor deciding the choice of the camper. To what extent this is true may be discovered by taking account of other data about these campers who received the high scores.

At the time of the second test six seniors had attained membership in the camp Yacht Club. Membership in this depends on the ability to take full responsibility for a ship and crew. Membership

TABLE XII

COMPARISON OF CO-OPERATIVE AND NON-CO-OPERATIVE ACTIVITY SCORES

	First test		*Second test*	
	Co-operative	Non-co-operative	Co-operative	Non-co-operative
Number of different campers receiving choices (average)....	32	46	29	47
Highest number of choices going to any one camper (average)	19	5.5	25	4

carries both prestige value and also duties such as organizing crews. Members in the club are known in camp for their role as sailors. These six members are the camp's best sailors; they were the ones who received the six highest scores of acceptability for this activity. Ranking these six campers in order of their sailing ability as given by the sailing instructors and correlating this with their acceptability scores, a rank correlation of +0.67 is obtained. Therefore, the most skilled sailors are not only most highly chosen but tend to be chosen in order of their relative ability. It should be added that these six all chose one another as sailing companions.

Baseball is an informal activity at camp. No games are organized unless some campers arrange a team spontaneously and make a challenge informally. It is usually intermediates who play. One camper, Jo, has been the chief instigator of baseball for the last three years and also the chief enthusiast. It would be granted that she is one of the best players but it is hardly likely she is as much superior as her choices from 38 campers (28 choices more than the next camper) would suggest. Her acceptability may be partly due to her skill and partly to other factors such as her role as a baseball enthusiast and her acceptability in other situations.

The four girls receiving highest choices as associates for "plays" are the four who are rated most highly by the instructor. Ann and Gwen are rated equally as being "the campers' best at this activity." Ann receives 22 choices and Gwen 4. Ann had already received 41 points for acceptability as a cabin and canoe-trip mate and Gwen only 3 points. Ann's skill in plays is accompanied by a rather flamboyant interest in everything to do with the stage and a place of prominence in camp dramatics acquired over a period of three previous years at camp. Gwen has more of a literary interest in plays and, as this was her first year at camp, her dramatic achievements were not well known to the campers.

From these facts it would seem that possession of skill is a factor influencing acceptability for the activity in which the skill is used; but other factors such as the extent to which the possession of the skill is known in camp and the role the camper has created from it are important. Also the acceptability of the camper on other bases may have some importance.

The fact that the correlations between acceptability as a cabin

mate and for skills are $+0.50 \pm 0.06$ on the first test and $+0.37 \pm 0.07$ on the second, correlations considerably below those found between cabin mate and canoe-trip companion, again suggests that skill as a separate factor for acceptability is present and becomes a more prominent factor by the time of the second test.

Summarizing the results in this section the following points may be stated:

(1) More choices for companion in these activities come from outside the cabin group than from within it; this increases at the end of camp.

(2) The upper range of scores is greater in comparison with the average for acceptability on this basis than on the former two.

(3) Some campers previously unchosen are chosen for activities; this may be a guide for helping the child develop further.

(4) The possession of skill seems to be a factor in acceptability in that specific activity; other factors, such as how the camper establishes her camp position on the basis of the skill and how acceptable she is on other grounds are important. The possession of skill seems to be a heavier factor in determining choice on the second test.

(*d*) *General Acceptability.* A total acceptability score for each camper has been obtained by summing the values of the choices she received on each of the three bases. These are shown in Tables XIII and XIV. It will be noted in these tables that the actual

TABLE XIII

TOTAL ACCEPTABILITY SCORES

First Test

	Choices received from					
	Cabin mates		Non-cabin mates		Total	
	Average	Range	Average	Range	Average	Range
Seniors	11.4	0–26	15.2	0–77	26.6	2–95
Intermediates	13.1	0–56	11.7	0–79	24.8	0–99
					Median 20	

TABLE XIV

TOTAL ACCEPTABILITY SCORES

Second Test

	Choices received from					
	Cabin mates		Non-cabin mates		Total	
	Average	Range	Average	Range	Average	Range
Seniors	10.1	0–29	15.7	0–65	26.9	0– 65
Intermediates	8.9	0–26	15.7	0–98	24.6	1–111
					Median 19	

averages are below the possible mathematical average. If each camper used all her choices, an average of 26 would be obtained; however, some choices were unused. On the first test there was a total value of 2,132 possible choices; of these 44 were unused. On the second test of 1,950 possible choices, 64 were unused.

These tables summarize the results tabulated in the previous acceptability tables. (1) There are more choices from outside the cabin group at the end of camp. (2) The actual range decreases in senior camp and increases in intermediate camp. The distributions, however, as shown in Figure 2 (p. 42) are highly similar. (3) Seniors receive a few more choices than intermediates. (4) There were campers who were not chosen on any basis on either test. These, it is found from our data numbered two on the first test and two on the second. The two unchosen at first were both intermediates; both were chosen on the second test. One, Betty, attains 4 points and the other Alice, a new and very vivacious camper, receives a score of 25. Two seniors are not chosen on the second test. One of these, Katy, who is both physically and mentally below par, received a score of 2 on the first test; the other, Hilda, a score of 5.

The correlation between total acceptability on the two occasions is $+0.74 \pm 0.03$. The average shift in score between the two tests is ± 9.8 with a range of 0–35.

From the scores of total acceptability an *acceptability deviation* score was obtained for each camper. This was the number of

points a camper's score was above or below the group average. Thus Jo, who scores 111 on the second test, has an acceptability deviation score of 85. Katy, who scores zero, has an A.D. score of −26.

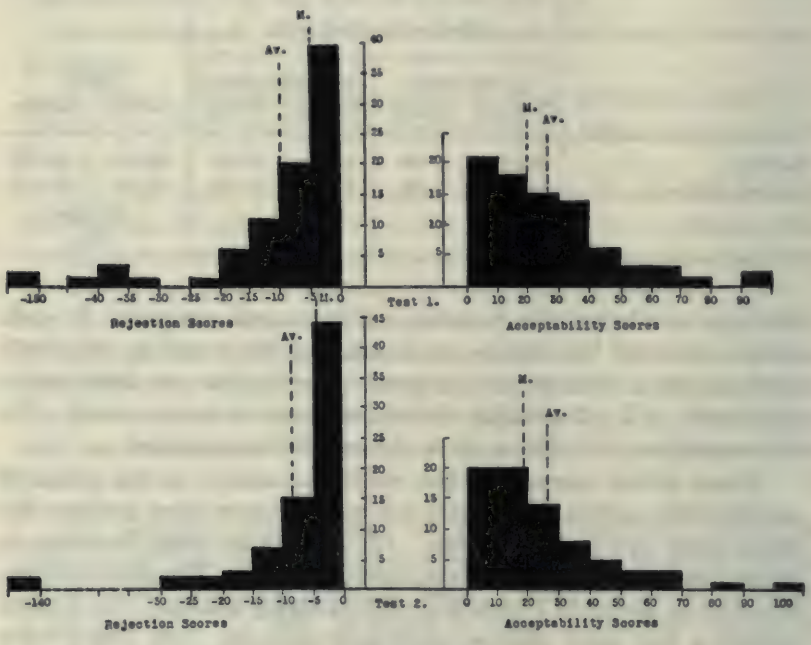


FIGURE 2

The change in each camper's acceptability scores from the first test to the second may be stated as an acceptability quotient. This is the ratio:

$$\frac{\text{total acceptability score on second test}}{\text{total acceptability score on first test}} \times 100.$$

Thus Jo, whose first score is 99 and second 111, has an acceptability quotient of 112; while Katy, who scores 2 on the first test and 0 on the second, has an A.Q. of 00. For each camper we may state her Acceptability deviation score and Acceptability quotient:

	Acceptability deviation	Acceptability quotient
Jo.....	+85	112
Katy.....	−26	00
Margaret.....	+30	58
Bernice.....	+37	145

Column 1 shows the camper's score relative to other people at the time; column 2 shows how she, herself, has varied in acceptability over the three weeks.

Summarizing these results of general acceptability, the following points have been made:

(1) There is not a great deal of change in the averages or distribution of scores between the two tests. The correlation between them is high. Scores of individuals vary from the first test to the second on the average ±9.8 points.

(2) Acceptability deviation scores have been devised as convenient means of stating an individual's score relative to the average, and acceptability quotients as a means of showing the change in an individual's score between the two tests.

(*e*) *Acceptability of Selected Groups.* With the data available from the above sections the following questions may now be investigated: (1) how the acceptability of new campers compares with that of old; (2) whether the elected leaders receive higher acceptability scores than the average camper; and (3) whether campers who are successful in their personal relationships are acceptable to the larger group.

TABLE XV

AVERAGE ACCEPTABILITY SCORES OF *New* CAMPERS

	No.	*First Test*		No.	*Second Test*	
		Average	Range		Average	Range
Seniors.....	6	11.4	8–25	6	12.0	9–17
Intermediates.....	11	16.6	0–48	11	19.3	5–54
Total.....		14.8			17.2	

(1) *The total acceptability of new campers* is shown in Table XV. There were eleven intermediates and six seniors who had never

been at camp before. Their average acceptability scores are considerably below the camp average (Tables XIII and XIV), but the intermediates are very close to the median score on the first test and attain it on the second test. It also should be stated that only one of the new campers scores zero. The range on both occasions is fairly constant. The average of the group as a whole is raised 2.4 points on the second test. There is an average shift in the scores between test 1 and test 2 of ±8.6 with a range of 0–25. This is slightly less than the shift of the group as a whole. Thus we may suggest that although new campers become slightly more acceptable during camp, their acceptability is largely achieved during the first few days before the first test was given. The rank correlation of these new campers' acceptability between the two tests was +0.50.

(2) *The total acceptability of the campers who hold positions* of formal leadership is important to consider. The four tribal chiefs are elected from among the seniors by the campers. They hold this position of prestige and responsibility throughout the summer. Table XVI shows the acceptability deviation scores and the acceptability quotients of these tribal leaders. This table shows that on both tests the average general acceptability scores of the leaders are above the group average; this average, however, is considerably

TABLE XVI

ACCEPTABILITY DEVIATION SCORES AND ACCEPTABILITY QUOTIENTS OF EACH OF THE ELECTED CAMP LEADERS

Name	Acceptability deviation		Acceptability quotient
	First test	*Second test*	
Margaret	+59	+30	58
Jane	+21	+16	89
Bonny	+11	+ 1	73
Peggy	+41	+ 8	50
Average	33.0	13.7	70

less on the second test and the quotient of each leader shows a decline in general acceptability.

In answering the question, "Which of the girls in camp would you prefer for your tribal leader?" 69% of the campers on the first test and 67% on the second test gave the name of the girl who actually was their tribal leader. It seems reasonable to conclude that the leaders retain acceptability in their specific capacity, but their general acceptability falls nearer the average as the summer progresses. The reason for this may be suggested by describing the actual camp situation. The first test was given the day after the camp's chosen leaders had been announced and the initiation ceremonies in which they had played a prominent part had been conducted. At the time of this test they were prominent in the public eye. Not only was their prominence exceptionally emphasized at this time but, as camp had been in progress only a few days, there had been little opportunity for other campers to gain prestige for specific activities. It is, quite possibly, a temporary aura of acceptability that is lost as the summer progresses.

(3) The question of *whether an individual who is successful in personal relationships is also generally acceptable* is worth considering. Presumably, a person whose choices are reciprocated by those whom she chooses may be considered more successful in her direct social relationships than a person who is not chosen by those she likes.

A reciprocity classification was given to each camper. The highest number of points a camper gave to any one person was classified as being "reciprocated," "partly reciprocated," and "unreciprocated." For example, Ruth gives the value of 12 choices to Margaret, 7 to Peggy, and 3 to Betty. Margaret is, therefore, Ruth's highest choice. It is possible that Margaret could respond to this score in any of the following ways: the highest number of points she gives to any one person may go to Ruth, in which case Ruth's choice would be classified as "reciprocated"; she might give her highest number of choices to some other camper and send only a few to Ruth, in which case Ruth's choice would be classified "partly reciprocated"; or she might send no choices to Ruth, in which case Ruth's choice would be considered "unreciprocated."

Campers whose choices are reciprocated may be considered more successful in their personal relationships than those whose choices

are unreciprocated. The relative acceptability they obtain in the larger group may be seen from Table XVII on the first test. There are nine seniors and sixteen intermediates whose choices are unreciprocated and eight seniors and sixteen intermediates whose choices are reciprocated. A higher average of general acceptability for the reciprocated group is found in both sections. Therefore, success in direct relationships seems to be accompanied by greater acceptability by the group in general. It has also been found that none of the individuals whose choices are reciprocated are unchosen by other people. Therefore, mutual friendship based on reciprocated choices is not accompanied by exclusiveness or separation from the group in general.

TABLE XVII

ACCEPTABILITY OF UNRECIPROCATED INDIVIDUALS AND RECIPROCAL PAIRS

	Seniors			Intermediates		
	No.	Acceptability		No.	Acceptability	
		Average score	Range		Average score	Range
Unreciprocated	9	14.3	2–25	16	8.3	0–26
Reciprocated	8	52.0	22–95	16	36.0	13–68

(*f*) *Diversity of Choices.* Whether a camper divides her choices among many people or chooses the same people on each basis may be considered. Each camper had 3 different choices to make for cabin mate, 4 for canoe-trip companion, and 5 for the various activities. She might, therefore, make 12 different choices. On the other hand, she might choose four different people for canoe-trip companion and repeat these choices on each of the other bases. Provided that she used all her choices the range of different choices would be 4 to 12. Table XVIII shows the average number of choices made in each section. From this table it is seen that: (1) seniors make a few more different choices than intermediates,

and (2) there is a greater number of different choices made at the end of camp than at the beginning. This indicates an expansion in children's social relationships as new interests and wider contacts develop.

TABLE XVIII

AVERAGE NUMBER OF DIFFERENT CHOICES MADE BY EACH CAMPER

	First test		*Second test*	
	Average	Range	Average	Range
Seniors	7.6	4–12	8.0	2–12
Intermediates	6.3	4–12	7.8	3–12

(*g*) *Summary of Results of Acceptability.* From this analytic study we have obtained for each individual:

(1) Acceptability scores made up by choices from their cabin mates and non-cabin mates on the basis of living in the same cabin, going on a canoe-trip, and participating in certain activities.

(2) A general acceptability score; an acceptability deviation score, and an acceptability quotient.

(3) A diversity of choice score.

(4) A reciprocity of choice classification.

From these scores the following facts have been discovered:

(1) It has been found in general that the scores reflect the actual organization and practices of the camp. For example, more choices come from outside the cabin group for canoe-trip companion than for cabin mate; also there are few choices going between the two camp sections.

(2) A trend towards expansion in social relationships has been shown by the fact that more choices come from outside the cabin group at the end of camp than at the beginning. This is most apparent in the intermediate section.

(3) There are two campers unchosen on the first test and two on the second. These are not the same individuals.

(4) Skills are an influence, either in themselves or in the role the person possessing them develops, in attaining acceptability.

(5) Success in personal relationships seems to be associated with general acceptability. Mutual "friendships" do not lead to exclusiveness. There are no cliques isolated completely from the group as a whole.

(6) New campers seem to attain their acceptability in the first few days of camp and vary no more than the group as a whole between the first and second test.

(7) The formal leaders' general acceptability is above that of the group as a whole, although it is less on the second test than on the first.

(8) There is little change in the social structure of the group as a whole. The similar distribution on the two tests, the high correlation between them, and the low average of the shift of individual scores show this high constancy of social structure. There are, however, significant individual changes.

(9) The correlations between acceptability scores on various levels and also between different groups are positive. The correlation between acceptability on one level and on another is greater than the correlation between acceptability by one group and another.

(10) Sixty-six per cent of the first choices made on the first test for cabin mate remain on the second. Proportionately fewer second and third choices remain constant.

(*h*) *Rejections.* In addition to giving her positive choices, each camper was asked to name her last two choices for cabin mate and her last choice for canoe-trip companion. These "rejections" for cabin mate are shown on Map II. The last choices were scored −5 and the second last choice −3; each camper, therefore, can make rejection choices to the value of −13 points.

There seems to be a great difference in the ease with which positive and negative choices are made. The task of making a last choice runs counter to the attitudes sanctioned in camp such as "looking for the best in everybody." They caused considerable resentment among the campers and adverse comments about the test were usually based on these items. Also a much larger proportion of these choices were unused than in the case of positive

choices. Of 1,066 possible choices on the first test, 148 (13%) were unused and of 975 on the second test, 340 (34%).

TABLE XIX

% "IMPROBABLE" CHOICES ON POSITIVE AND NEGATIVE BASES

	Acceptances		Rejections	
	First test	*Second test*	*First test*	*Second test*
Seniors	1.0%	1%	25%	17%
Intermediates	4.5%	5%	11%	9%
Total	5.5%	6%	36%	26%

Another indication that making negative choices is an unnatural task is shown in Table XIX. This gives the number of "improbable" choices made on both positive and negative bases. As cabin groups are very seldom composed of campers with an age difference of more than two years, the choices for cabin mate going to a person two years older or younger than the chooser is classified as an improbable choice. Table XIX shows the percentage of improbable choices occurring on both positive and negative bases. It will be seen that improbable choices are more frequent on the negative basis than on the positive. On the basis of the above statements it seems reasonable to conclude that giving a last choice is a far more artificial action than naming those with whom one wishes to associate.

Table XX shows the average rejection score each camper received from her cabin mate and from other people. From this table the following points may be seen:

(1) There are fewer rejections from cabin mates than from outsiders on both tests. When this is compared with the fact that more choices of acceptability come from outside the cabin group at the end of camp than did at the beginning (Tables XIII and XIV), it may be concluded that this spread in social relations is not due to antagonism increasing in the primary groups.

(2) There are higher rejection scores in the intermediate section than there are in the senior.

TABLE XX

TOTAL REJECTION SCORES RECEIVED FROM CABIN MATES AND NON-CABIN MATES

	Cabin mates		Non-cabin mates		Total	
	Average	Range	Average	Range	Average	Range
			First Test			
Seniors	−0.5	0–10	− 6.9	0–38	− 7.4	0– 39
Intermediates	−2.8	0–25	−10.9	0–159	−13.7	0–169
			Second Test			
Seniors	−0.2	0– 5	− 4.6	0–28	− 4.8	0– 28
Intermediates	−2.8	0–18	− 8.0	0–137	−10.8	0–155

(3) The rejection scores are lower on the second test.

(4) The range is from a rejection score of 0 to −155. The distribution of these scores may be seen in Figure 2, page 42. There are thirty-eight campers who receive no rejection scores either as cabin mate or canoe-trip mate at the beginning of camp and at the end there are thirty-six. The upper range shows two campers on both occasions who receive a score of 100 points above the next highest scores (see Fig. 2). These are the same two campers on each test and between them they receive 39% of all the rejection choices made on the first, and 46% of those on the second test (see Map II, cabin IV). This peculiarity in distribution may be a result of the artificiality of the question or it may be that in a community such as this one or two people actually develop the role of the scapegoats of the group. Further account will be taken of these individuals in the section on individual cases.

In summarizing these results the chief points seem to be: (1) the artificiality of the task of making a last choice, and (2) the fact that two campers receive a very high proportion of the last choices.

(*i*) *A Note on Distributions.* Figure 2 shows the distributions of the acceptability and rejection scores. It will be noted that these scores, when taken together, approximate a normal distribution, but that the acceptability scores give a better distribution than those of rejection. The correlations which have been obtained in this

study have been based on these *acceptability* distributions. As these approximate the upper half of a normal distribution, the true correlations are probably greater than those which have been obtained. The range has been limited at the zero end and this limited range reduces the correlations.

(2) *Individual Cases*

The above sections show the use of the data for describing the social relationships of the camp as a whole and the changes in them during the summer. We may now consider how the data we have obtained about each camper may be used to clarify her social relationships and to *appraise* her development. We have selected from our histories those of two children who seemed to us to be poorly adjusted and in need of special direction and care and two who seemed particularly well adjusted. All names used are, of course, fictitious.

Two Difficult Campers

For as long as Matilda and Shirley had been to camp they seemed to find it particularly difficult to fit in with the other girls or to enjoy the life of camp days. Both were in their early teens and neither had had much opportunity to play with other children. Their camp records show that their difficulties had been discussed with great concern by the counsellors in charge and every possible care had been taken to devise a programme to help them. Nothing had been of much use and it was felt neither showed a good prognosis for future healthy adjustment. Shirley's reactions were of the kind which showed a lack of enthusiasm or enjoyment for anything, while Matilda was the type of child who dissipates much energy in every direction without much thought of the consequences.

To supplement the careful histories which had been kept by the physician and the psychologist, this research gave us data which were found to have particular significance in planning a further programme for these children and in the case of Shirley it seemed to work very successfully.

The research data show that between them they receive about 39% of the total last choices at the beginning of camp—Matilda a rejection value of 169 and Shirley 154; and at the end about 46%

—Matilda 155 and Shirley 142. At the beginning of camp they each reject the other as cabin mates and canoe-trip mates. At the end of camp Shirley refuses to give a last choice but Matilda gives Shirley as her last choice.

At the beginning of camp Shirley's choices for cabin mate and for canoe-trip mate all go to campers of her own age who live in neighbouring cabins. Matilda's choices for cabin mate, except for her first choice, which is in the cabin, go to older, most highly acceptable intermediates, Jo and Marg. Her choices for canoe-trip go to two of the tribal chiefs. Shirley makes 12 different choices in all and Matilda only 6.

At the end of camp, Shirley's choices still go to neighbours and now she includes two cabin mates, but Matilda's go to outstanding figures in intermediate and senior camp. Shirley, we may conclude, is more of a realist than Matilda; her wishes for associates go to those who with high probability, according to the social arrangements of camp, might be her associates. Matilda's go to prominent figures from whom there is little probability of association.

At the beginning of camp (see Figure I, p. 26), Shirley's only choice is from an intermediate "to be in a play with." This has an acceptability value of 1. Matilda is given a third choice for cabin mate by an actual cabin mate, and she gets one other second choice; her acceptability value is 5. At the end, Shirley is chosen to be in a play though not by the same person as formerly. Matilda is chosen by one older intermediate to go for a walk. Thus Matilda's and Shirley's acceptability is 1 each, giving Shirley an acceptability quotient of 100 and Matilda one of 20. Meagre as these choices are, we may say, Shirley, although precariously insecure, manages to "hold her own," but Matilda slips back and loses the little acceptance she had.

Of their rejection score at the beginning of camp, 21 of Shirley's came from cabin mates and 133 from the camp; Matilda's rejections are 10 from cabin mates and 159 from other campers. Shirley's intimate associates reject her more than Matilda's do. At the end, however, Shirley is rejected by 6 from cabin mates and 136 by other campers; Matilda, 18 by cabin mates and 142 by others.

As the summer goes on Matilda is more greatly rejected by those who are in close contact with her, and Shirley less.

Both of these children present an unhappy picture; both are thoroughly disliked by their fellows. One, Matilda, makes a great drive of present-giving and superhelpfulness in camp to receive attention; the other, Shirley, does very little to make herself acceptable; in fact, with her caustic remarks she seems to try deliberately to reject everybody. She does, however, get on with achievement in her own activities. These data from this study differentiate Matilda and Shirley in these ways: They show Shirley (1) as a realist in her wishes, (2) as growing less disliked by her intimate associates, and (3) as maintaining the small degree of social acceptability she has. Matilda, however, (1) makes choices which have little relation to reality, (2) her intimates reject her more at the end of camp than at the beginning, and (3) the few choices she receives are lost by the end of the summer.

From these data we may conclude that although both children show a minimum of social acceptability, Shirley presents a more hopeful prognosis from the point of view of mental health and indicates ways in which social growth could be helped.

"A Very Nice Girl"

Margaret, who has been in camp for three years, is known to everyone as a "very nice girl." She was fourteen when she first came to camp and was full of good-natured, mischievous "pep." The year of this research she was sixteen and a tribal chief. Margaret, who at home is the eldest of a family of girls, mothered senior camp and looked after the welfare of all its members. She took an interest in everyone's happiness and made arrangements for best achieving it. Occasionally this interest ran away to worrying over trifles. She had several close friends who came to camp with her and she seemed to like them all.

Her success at activities was not amazing; she did all camp activities enthusiastically and adequately, but she did not shine at any one. She was, however, an excellent conversationalist. At table, or with her knitting with a group around a fire, she was at her best.

Margaret's health is excellent. As she had completed third

form high school and never missed a year, her I.Q. may be estimated as normal.

Her counsellor reports: "She is the leader of the group and popular with the whole camp. She takes her duties as tribal chief very seriously and conveys her enthusiasm to others. Very willing to be helpful and goes ahead with things of her own. Her special friend is Jane W——."

Of activities, the following are reported:

Canoeing.—Good, went on longest canoe trips, works hard at this.
Diving.—Good, eager—tries hard.
Swimming.—Good in senior life-saving class.
Outdoor cooking.—Excellent.
Sailing.—Not especially good; keen; but finds it difficult to learn the essentials.

From our research data, we find at the first of camp that Margaret has choices to the value of 18 points from her cabin mates and 77 from other campers, and she distributes her choices to 8 different campers. At the end of camp she has choices to the value of 12 from cabin mates and 44 from other campers while her choices go to 9 different people. On both tests, her first choices are reciprocated. As in the cases of all the chiefs and in accordance with the decrease in high range in senior camp (see tables XIII and XIV)—a point which has been discussed before—her acceptability drops, her social attainment quotient being 68. She received one rejection on the first test and none on the second.

These data show a good social adjustment. Her choices are reciprocated by her friends and she is acceptable to other people. The drop in score is characteristic of her position as tribal chief. These data substantiate the impression that she gives of leadership and show a sound adjustment of "a very nice girl."

Jo

Jo is one of the most interesting of the campers. She is always thinking of something different to do and doing it well. She first came to camp when she was eleven and at that time she was a real little boy. She had been brought up among brothers and liked all the boys' games, slang, and mannerisms. She established herself as an authority on baseball and became a leader in this and

other informal activities. She was the centre of mischief, arranging pranks and organizing special activities without advice of counsellors—such as leap frog in the moonlight after "lights out."

By her second year, and her third, when this research was done, Jo had gradually grown into a strong and handsome girl of thirteen. She was successful in most phases of camp life—only being irked by the fact that she was not old enough to go on the longer canoe trips and do the senior activities. She was an authority and leader in intermediate camp and popular with seniors and counsellors. She organized a camp band and it functioned well and initiated many section-wide activities. Counsellors made use of her leadership to secure camp co-operation and knew they would get adequate response.

Jo was a figure of the limelight; her activities were usually spectacular and her sayings quoted widely. She did not seem unhappy when she was not a central figure, but this was a rare occurrence. She could at times be cruel and cutting if she wanted to be. She had lived with Matilda one year and made her life most unhappy and used her influence to make Matilda a laughing stock.

Of Jo, her counsellor reports: "Improved a lot in regard to obeying rules and being prompt; is very neat in the cabin. Has original and creative ideas on most camp activities and is *very keen* to participate in all of them. She makes friends with many campers; is definitely a leader, and must be watched carefully or is inclined to bully. Sarah is a special friend, but Jo is liked by everyone."

From her activity report the following are taken:

Handicraft.—Not afraid to try things; has lots of ideas.
Canoeing.—Good when she works at it.
Diving.—Could be good if she tried.
Dramatics.—Very good and a real flair for comedy.
Metal work.—Fair.
Music.—Leader of band; in opera; good at informal songs.
Nature lore.—Excellent.
Riding.—Confident; plenty of nerve.
Swimming.—Improving.
Tennis.—Keen in tournaments; lacks interest otherwise.
Outdoor cooking.—Good.

Jo's health is good although she has grown very quickly. Her I.Q. is 122.

From our research we find that on the first test Jo receives choices to the value of 20 from cabin mates and 79 from non-cabin mates. Her own choices go to nine different campers. There are no rejections. At the end of the summer she receives choices to the value of 13 from cabin mates and 98 from non-cabin mates. Her own choices go to ten different campers. Her social attainment quotient is 111.

It may be concluded that Jo is a socially developed person—generally liked by all and able to retain this acceptability. She is relatively more highly acceptable to outsiders than to her cabin mates but readily chosen in all phases of camp life. The bullying of which her counsellor writes does not lead to any rejections and, in fact, Matilda, to whom it was thought she had been so cruel gives her as third choice as cabin mate. Because Jo is such a centre of general acceptability and so capable in all phases of camp life, it may be significant that her own highest choices are very slightly reciprocated. She gives 10 points to the same person on both tests; this girl reciprocates with a score of 1. This suggests that Jo may perhaps find difficulty in these more intimate associations, although she is generally a figure of attraction.

(3) *Summary*

The results from this research have been analysed to show the social relationships existing in camp and the changes which occurred in them over a period of three weeks. Relations of acceptability have been charted and acceptability scores devised. These scores have been analysed both in terms of the basis on which they were made and also on the basis of the source from which they came. The differences between certain selected groups and the group as a whole have been studied and other items, such as diversity of choice, reciprocity of choice and rejections, considered. Scores derived in these ways have been applied to *a few* individuals and the bearing the scores have on their social development has been discussed. Thus the value of this technique for appraising social development is demonstrated.

Among the significant findings were the following:

(1) There was little change in the social structure of the group as a whole. Distributions of acceptability were similar on the two tests and there was a high correlation between them.

(2) In the social structure of camp it was found that there were very few isolated campers; that there were no separated cliques or antagonistic divisions; that the camp's formal leaders were foci of acceptability and that the data obtained by these methods reflected the actual practices of the camp.

(3) There was evidence of widening of social relations during the summer. The campers chose a slightly larger number of different individuals on the second test and more choices were received from outside a camper's immediate group at this test. At the same time, however, there were fewer rejections made within it.

(4) New campers attained their positions in the group early in the summer and showed no greater change in their acceptability score than did members of the group as a whole.

(5) Skills were found to be factors influencing acceptability in activities for which they were required. The exact nature of this influence was not known.

(6) Success in direct personal relationships seems to be accompanied by high acceptability in the group in general.

(7) Last choices were less natural choices to make than positive choices. Two campers were highly selected by rejection choices and seemed to be scapegoats of the group.

(8) There are changes in individual relations within the group; the significance of the technique for appraising childrens' social development has been shown by discussing a few individual cases.

The usefulness of this technique both for discovering the social structure of a group and appraising this one aspect of children's development has been demonstrated. Some limitations of the technique and its possible use in a more formalized educational setting will be discussed in the next section.

PART III

DISCUSSION OF THE TECHNIQUE AND ITS USE IN OTHER EDUCATIONAL SETTINGS

A. Evaluation of this Technique

This technique offers a valuable and reliable means of appraising one aspect of development. Its value is dependent upon its limitations being clearly understood and accepted. It shows the social development of an individual in terms of how acceptable she is to others and whom she finds acceptable herself. It reveals nothing about her social sensitivity and appreciations nor her awareness of herself as part of a social group. These aspects of social development are untouched by this technique. Nor does the method indicate development on any other dimension than the one it specifically investigates.

The method is limited also by the fact that its numerical scoring assumes a constant amount of acceptability to be present on both occasions; the only changes supposedly are in the way the acceptability is distributed. This may or may not be true. It is possible that a community such as this develops a greater amount of acceptability among its members which is not shown when the number of choices allowed are kept constant on both occasions. This limitation could, of course, be removed by asking the children to name all the people they would choose on each occasion.

The differences in intensity of choices of the same value are not taken into account by any technique using scoring methods. The fact that every first choice is scored five regardless of whether the person making it chooses a friend of whom she is very fond, or a person just to answer the question is an inevitable shortcoming of any technique of this kind.

The rejection scores are a weak aspect rather than a limitation of the method. These could be eliminated or given in a less objectionable form in adapting the technique for use in other settings.

Within these limitations this technique provides an objective and valid means of appraising one aspect of social development—acceptability within a group.

B. USE IN OTHER EDUCATIONAL SETTINGS

A camp is a highly selected group and a small percentage of children spend their summers in such an organization. However, the camp has much in common both in aim and method with the present point of view of education. The programme of studies for Ontario schools states, "the child needs to live, to live with his fellows and to live in favour with God and man."[8] The school, it points out, must provide activities and situations which will meet these basic needs. Directed development of the child is the purpose of present education and one specific aspect of this development concerns the child's ability to live not only with his fellows but in favour with them.

These are highly laudable aims in a community whose frame of reference is democratic thought; they are equally laudable in an educational system which assumes the equal right of every child to develop fully and creatively. But the ultimate value of these aims depends entirely on the extent to which they can be realized through the facilities and procedures which are available. To discover the extent to which they are being realized requires some objective technique of appraisal; it can be determined neither by the casual impressions of sincere observers nor by sampling either a child's factual content or specific behaviour traits. What objective technique can be designed to do this adequately is still an unsolved problem. In this study we have demonstrated the possibility of appraising one aspect of development only—the growth of individuals in ability to live in favour with their fellows. The ways in which this technique may be adapted for use in a more traditional educational setting will form the basis of a subsequent investigation.

---

[8] *Programme of Studies for Grades I to VI of the Public and Separate Schools, 1938*, p. 6.

REFERENCES

BARTLETT, F. C.: *Remembering, a Study in Individual and Social Psychology.* 1932. Cambridge.

MORENO, J. L.: *Who Shall Survive? A New Approach to the Problem of Human Interrelations.* 1934. Washington: Nervous and Mental Diseases Publishing Co.

NORTHWAY, M. L.: "Bartlett's Concept, 'Schema.'" *British Journal of Psychology*, vol. 30, no. 4; vol. 31, no. 1, April and July, 1940.

Programme of Studies for Grades I to VI of the Public and Separate Schools, 1938. Issued by the Authority of the Minister of Education (Ontario).

SPEARMAN, C.: *The Abilities of Man.* 1927. London: Macmillan.

APPENDIX

FORM A

A Study in Group Relationships

(1) Camper's Report

Date.....

Camp.....Name.....Age.....Cabin.....

This is to study arrangements of groups at summer camps. We want to see what camps would be like if every camper could arrange her groups the way she likes best. Your answers will be seen by no counsellors or girls at camp but will be summarized at the University next year. No real names will be used in the summary. Please answer each question carefully and thoughtfully for the value of the whole study depends on how accurately *you* answer these.

1. Suppose you are free to choose any girls you like in camp to be your cabin mates for the rest of the month. Write down whom you would like best, second, third.

   First choice.....
   Second choice.....
   Third choice.....

2. What girls in camp would be your last choices for cabin mates?

   Absolute last choice.....
   Next to last choice.....

3. Suppose you could choose the girls in camp to go on a canoe trip with you. List the four you would take in order of preference.

   First choice.....
   Second choice.....
   Third choice.....
   Fourth choice.....

   Whom would you like least on your canoe trip?.....

4. What girl in camp would you like to

   (a) Act in a play with?.....
   (b) Go for a long walk with?.....
   (c) Play on a baseball team with?.....
   (d) Do handicraft with?.....
   (e) Go sailing with?.....

5. What girl in all the camp would you like best to be your tribal leader?
   .....

FORM B

STUDY OF GROUP RELATIONSHIPS AT A SUMMER CAMP

(2) Cabin Counsellor's Report

Camp.....Counsellor.....Date.....
Name of Cabin.....Age of Group (range).....

1. Give the names of each of the girls in your cabin and the name of the person with whom she spends most of her time.

Names of Girls in Cabin	Friend	Age	Cabin
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

2. Who is the *most* popular of your group with
   (a) her cabin mates?.....(b) the camp.....
   Who is the *least* popular of your group with
   (a) her cabin mates.....(b) the camp.....
3. Who is the leader of the cabin group?.....
4. Who is the leader in the larger camp group?.....
5. What official offices in camp are held by girls in your cabin?

Girl	Office
.....	.....
.....	.....
.....	.....
.....	.....

6. Use the reverse of this sheet to give a descriptive account of the group as a whole.

FORM C

STUDY OF GROUP RELATIONSHIPS AT A SUMMER CAMP

(3) Instructor's Report

Camp..... Date..... Instructor.....
Activity.....

1. List the four best and four worst campers in this activity.

best.....	worst.....
second.....	second to worst.....
third.....	third.....
fourth.....	fourth.....

2. What campers show most leadership in this activity?.....
   .....

UNIVERSITY OF TORONTO STUDIES

Psychology Series

Vol. I

No. 1: Spatial threshold of colour, by W. B. Lane, with appendices $1.00
No. 2: A contribution to the psychology of time, by M. A. Shaw and F. F. Wrinch ..... o.p.
No. 3: Experiments on time relations of poetical metres, by J. S. Hurst and John McKay .... o.p.
No. 4: Conceptions and laws in aesthetics, by Professor A. Kirschmann. Experiments on the aesthetics of life and colour, by Emma S. Baker. Experiments with school-children on colour combination, by W. J. Dobbie 3.00

Vol. II

No. 1: The conception and classification of art from a psychological standpoint, by Professor O. Kulpe. Spectrally pure colours in binary combinations, by Emma S. Baker. On colour-photometry and the phenomenon of Purkinje, by R. J. Wilson. Experiments on the function of slit-form pupils, by W. J. Abbott 3.00
No. 2: Combinations of colours and uncoloured light, by Susie A. Chown. The complementary relations of some systems of coloured papers, by D. C. McGregor and D. S. Dix. Some photometrical measurements, by W. G. Smith. Stereoscopic vision and intensity, by T. R. Robinson 3.00
No. 3: Combinations of colours with tints and with shades, by F. Louis Barber. Stereoscopic vision and intensity (second paper), by T. R. Robinson 3.00
No. 4: Combinations of colours with tints and with shades (second paper), by F. Louis Barber .. 3.00

Vol. III

No. 1: Complementarism, physical, by D. S. Dix 2.00

Vol. IV

No. 1: A point of view, by E. A. Bott. No. 2: Juvenile employment in relation to public schools and industries in Toronto 2.00

Vol. V

No. 1: Appraisal of the social development of children at a summer camp, by Mary L. Northway .. 1.25

BF
21
T7
v.5
no.1
cop.2

Toronto. University
University of Toronto
studies. Psychology series

PLEASE DO NOT REMOVE
CARDS OR SLIPS FROM THIS POCKET

UNIVERSITY OF TORONTO LIBRARY